

**CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
READING SKILLS: A NATURALISTIC STUDY AT SMP NEGERI 22
SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements
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CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH READING SKILLS: A NATURALISTIC STUDY AT SMP NEGERI 22 SURAKARTA

Abstrak

Penelitian ini ditujukan untuk mendeskripsikan teknik kelas untuk mengembangkan keterampilan membaca Bahasa Inggris siswa di SMP Negeri 22 Surakarta. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik. Metode pengumpulan data di studi ini yaitu wawancara, observasi, dan dokumen. Hasil dari penelitian ini menunjukkan beberapa teknik kelas yang digunakan oleh guru Bahasa Inggris di SMP Negeri 22 Surakarta seperti membaca keras, menerjemahkan kalimat, membaca tanpa suara, dan menanya dan menjawab. Ada beberapa teknik kelas yang digunakan oleh guru dan setiap teknik kelas yang digunakan mempunyai tujuan. Membaca keras adalah untuk meningkatkan pengucapan kata siswa dan untuk melatih kefasihan membaca siswa. Menerjemahkan kalimat untuk membantu siswa mengetahui arti kata atau kalimat. Membaca tanpa suara untuk membantu siswa lebih konsentrasidalam memahami teks. Menanya dan menjawab untuk membuat siswa lebih aktif di kelas dan untuk mengetahui bagaimana pemahaman siswa tentang teks. Guru mempunyai peran sebagai perencana, pengelola, pengontrol, motivator, dan penjelas. Siswa mempunyai beberapa peran seperti sebagai subyek pembelajaran, obyek pembelajaran,monitod dan evaluator dari progress pembelajaran dia sendiri, pelajar belajar dari guru, siswa, dan sumber belajar lain, tutor untuk pelajar lain dan seorang anggota grup dan belajar dengan berinteraksi. Ada beberapa materi yang digunakan oleh guru Bahasa Inggris seperti buku, LKS, kamus dan sumber yang lain dari internet sebagai materi tambahan. Peran dari materi pembelajaran sebagai sumber untuk presentasi materi (berbicara atau menulis), sebagai sebuah sumber referensi untuk siswa dalam tata bahasa, kosa kata, cara pengucapan, dan sebagai sumber pendorong dan ide dari aktifitas kelas. Penulis menyimpulkan bahwa guru Bahasa Inggris di SMP Negeri 22 Surakarta menggunakan beberapa teknik kelas yang dapat mengembangkan keterampilan membaca Bahasa Inggris siswa. Beberapa teknik kelas dapat membuat siswa lebih tertarik ketika proses mengajar membaca.

Kata kunci: Teknik kelas dari mengajar membaca, peran guru, peran siswa, materi pembelajaran.

Abstract

This research is aimed to describe the types of classroom techniques used by the teacher, the purpose of every classroom technique, teachers' roles, students' roles, and role of instructional material to develop students' English reading skills at SMP Negeri 22 Surakarta. The type of this research is descriptive qualitative research especially naturalistic study. The method of collecting data in this study is interview, observation, and document. The result of the research showed that there are several classroom

techniques used by English teacher at SMP Negeri 22 Surakarta such as: reading aloud, translating sentence, silent reading, and question and answer. There are several classroom techniques used by the teacher and each classroom technique has purpose. Reading aloud is to improve pronunciation of the student and to practice fluency in reading of the student. Translating sentence is to help the students to know the meaning of sentence. Silent reading is to help the students more concentrate to comprehend the text easily. Question and answer are to make the student more active in the class and to know how the students' comprehension of the text. The teacher has roles as planner, manager, controller, facilitator, motivator, and explainer. The students have some roles such as subject learning, object learning, monitor and evaluator of his or her own progress, learners learn from the teacher, from the other students and other teaching sources, tutor of others learners and a member of a group and learn by interacting with others. There are some materials used by English teacher, such as: book, textbook, dictionary, another source from internet as additional material. The roles of instructional materials are as a resource for presentation materials (spoken or written), as a reference source for learners on grammar, vocabulary, pronunciation, and so on, and a source of stimulation and ideas for classroom activities. The writer concludes that English teachers at SMP Negeri 22 Surakarta used some classroom techniques to develop students' English reading skills. Some classroom techniques can make the students more interested when teaching reading process.

Key words: Classroom techniques of teaching reading, teachers' role, students' role, instructional material.

1. INTRODUCTION

English is one of the languages that we must understand because English is an international language. People are forced to be able to speak English since English has been the key in this globalization era. Therefore, the Indonesian government chooses English to become one of mandatory subjects in the formal education.

We have to know some major skills in English to be able to communicate with English fluently. The four skills in English are divided into two types and every type have two skills. Based on the process, types are active process and passive process. Active process consists of speaking and writing skill while the passive process consists of reading and listening skill. The four language skills must be mastered by student in order to communicate and to express their opinions, feels and ideas using English

fluently. Therefore, the teacher must have technique and strategy in order to develop and apply four major skills in teaching process so that students can understand and master English.

Method, approach, and technique are different form. According to Anthony in Fauziati (2014: 12) method is an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural.” Whereas, the technique is “Implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective, Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthony, 1963: 96).

Every language skill has a classroom technique. And every teacher has his own strategies to teach the English to their students especially in reading skills teaching. As Harmer in Fauziati (2015: 115) stated that “Reading text also provide opportunities to learn vocabulary, grammar, pronunciation and even good models for English writing—the way sentences, paragraphs, or texts are constructed. Last but not least, reading texts can introduce interesting topics and stimulate discussion. (Harmer, 2005: 68). So, reading is one of important skills that must be mastered to add our knowledge. But, Most of students feel lazy to learn reading skills because the text in reading skill learning usually is too long to read by the students.

Usually, teacher begins the classroom by asking students to open the textbook asked to read it. If student gets some difficult words, the student will be asked to open the dictionary. But, that technique makes the student bored at the learning process. It can influence the level of student understanding in reading. Nowadays, the technique which is used by the teacher is good enough but not enough to develop the student ability in reading skill. So, the teacher must use appropriate techniques to develop students’ English reading skill in order to achieve the goals of learning.

There are some previous studies related about classroom techniques of teaching reading. Song studies (1998) found that there is statistically significant difference among the pre-test and post-test scores of the low and intermediate proficiency group respectively, there is no statistically significant between of the high proficiency group. The finding also showed that although students in the high reading proficiency group benefited from the training. The next result showed that students were able to answer the main idea questions more correctly in the post-test than in the pre-test. The strategy interference had an effect on the influence of students' skill to comprehend the main ideas and to make conclusions from the passage. Ness studies (2009) found that just as elementary teachers provide minimal reading comprehension instruction, middle, and secondary teachers are equally unlikely to opportunity their instructional time to explain, design, and practice students through reading strategies. Hu studies (2009) showed seven aspects related to the reading instruction, there are phonemic awareness, pronunciation/phonics, fluency, vocabulary, comprehension, grammar, and cultural knowledge. Antoni studies (2010) found that reading comprehension have three components, they are: pre-reading, while-reading and post-reading activities. Pre-reading consists of brainstorming, encouraging the use of dictionaries to find the meaning of words, discussing text types and predicting. While-reading consists of reading aloud, reread for checking comprehension, direct reading activity, discussing of unknown word and retelling the text. And post-reading consists of post-reading stage reviewing, evaluating comprehension in particular tasks, clarifying and justifying the students' responses and asking questions for specific information.

Zare studies (2013) found that Iranian EFL learners must have different ways to obtain a good grade in order to pass the subject, the relationship of the reading strategy and reading comprehension success is important. The result also showed that there is no significant difference between males and females language learners in the use of reading strategies. And the use of reading strategies had a strong positive correlation with the reading comprehension achievement. Ibrahima studies (2013) found that the method

applied by the teacher in teaching reading to the eighth grade in SMP N 1 Sidoharjo is KWL method, K (what the student Know), W (what the student Want to know), L (what the student Learn). The problems faced by the teacher in teaching reading at the eighth year in SMP N 1 Sidoharjo are students lack of vocabulary mastery and the teacher has limited time. The ways to overcome the problems are: performing drama, role playing and playing the puzzle, giving additional task or homework to students. Ahsan studies (2015) found that the techniques in teaching reading to the seventh grade in SMP N 2 Wonogiri are reading aloud and KWLH technique. The procedures of teaching reading consist of pre-reading, while-reading and post-reading. There is no research about which exploring classroom techniques to develop students' English reading skills, the purposes of each classroom technique, teachers' role, students' role, and instructional material. So, the researcher is interested in conducting a research of classroom techniques to develop students' English reading skills: a naturalistic study at SMP Negeri 22 Surakarta.

In this study, the writer uses several theories related with the previous study in order to encourage the data of research. There are several theories to support her research such as Notion of Approach, Method, and Technique, Notion of Reading, Micro and Macro Skills of Reading, Teachers' Role, Students' Role, and Instructional Material.

This study focuses on classroom techniques used by the teacher to develop students' English reading skills which the subject at SMP Negeri 22 Surakarta. There are some objectives of the study they are: (1) To describe the types of classroom technique used by the teacher to develop students' English reading skill. (2) To describe the purposes of the teacher using that technique to develop students' English reading skill. (3) To describe the teachers' roles in each type of classroom technique used by the teacher to develop students' English reading skill. (4) To describe the the students' roles in each type of classroom technique used by the teacher to develop students' English

reading skill. (5) To describe the role of instructional material in each type of classroom technique used by the teacher to develop students' English reading skill.

2. RESEARCH METHOD

In this study, the writer uses descriptive qualitative especially naturalistic research. According to Williams (1989: 66) "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interest, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluator).

The subject of this study is English teacher and student of SMP Negeri 22 Surakarta. The researcher gets the data from some sources, such as events, informants, and documents. And the writer chooses observation, interview, and documentation as the method of collecting data in her study. There are several techniques for analyzing data in this study they are data reduction, data discussion, and conclusion and verification.

3. FINDING AND DISCUSSION

The writer presents research findings, as follows: (1) Types of classroom techniques in teaching English, (2) The purposes of using each technique of teaching reading, (3) Teachers' roles, (4) Students' roles, and (5) Instructional material.

3.1 Types of Classroom Techniques in Teaching Reading

The English teachers at SMP Negeri 22 Surakarta used several techniques in teaching-learning process especially in teaching reading. Based on the observation, the writer found some techniques which used by the English teachers at SMP Negeri 22 Surakarta such as reading aloud, translating sentence, silent reading, and question and answer.

Reading with audible pronunciation and intonation is called reading aloud. Reading aloud can train the student to exercise their pronunciation and intonation, so they can read the text with pronunciation and intonation correctly. Reading aloud also gives their opportunities to reach their vocabulary, train their pronunciation, and train them to understand the purpose of the text easily. For example, when the student read a text loudly, the teacher can know how their pronunciation, so if there is mistake the teacher can correct their pronunciation.

Translating sentence is when the teacher asks the students to translate some words or sentences based on the text. For example, when the teacher showed the text in slide power point, the teacher gives they exercise to translate the sentence in order to make student understand the text easily.

Silent reading means reading without pronouncing words out loud. Silent reading means reading to own self. Silent reading is strengthening the readers to find out the meaning of the words. For example, the teacher gives time to the students to read a text without sound.

Question and Answer is when the teacher asks the student to answer some questions which has been provided. The teacher gives the question about the previous text which has been read. Its can help the teacher to know how the students' comprehension about the text. It also can make the student more active in the class.

To compare with previous findings, it can be obtained that the result of their research are different from the finding from Ibrahim (2013) which showed that the method of teaching reading is KWL technique. It is consists of K (what the student know), W (what the student want to know), and L (what the student learn). In Ahsan (2015) the classroom techniques used by the teacher in teaching reading are reading aloud and KWLH technique. KWLH technique consists of K (what the students know the subject), W (what the students want to learn), L (what students learn as they read), and H (how students can learn more). The findings are very different with this study.

While in this study, the writer found that the classroom techniques used by the teacher to develop student's English reading skill at SMP Negeri 22 Surakarta are reading aloud, translating sentence, silent reading, and question and answer.

The finding of this study is in line with Wallace's and Fauziati's theory. According to Wallace (1996: 54-56) there are two techniques for teaching reading namely silent reading and reading aloud. And Fauziati (2010: 35) states that to help language learners develop their reading skills, two kinds of activity should be considered, namely: activities to improve their bottom-up (text-based processing skills) and activities to develop the top-down (knowledge based processing skills). (1) Classroom Practices to Develop Text-Based Processing Skills: Recognizing Word Meaning, Recognizing Phrases, Recognizing Sentence Structure, and Comprehension. (2) Classroom Practices to Develop Knowledge-Based Processing Skill: Advance Organizers, Previewing, Skimming and Scanning, and Prediction. From the explanation above, the researcher concludes that the classroom techniques to develop students' English reading skills at SMP Negeri 22 Surakarta are relevant to Wallace's theory.

3.2 The Purposes of Using Each Classroom Technique

There are four classroom techniques that used in teaching of reading at SMP Negeri 22 Surakarta. Each techniques has its purpose, as follows: a) Reading Aloud is purposed to make the student be able to pronounce words, phrases, and sentences correctly, b) Translating Sentence to help the students to know the meaning of sentence, c) Silent reading to help the students more concentrate to comprehend the text easily, d) Translating Sentence is to make the students more active in the class and to know how the students' comprehension of the text.

In the previous study from Ibrahima (2013) KWL technique is aimed to be an exercise for a study group or class that can direct the students in reading and understanding a text. While in Ahsan (2015) reading aloud technique trains the student to read aloud and trains the correct pronunciation and grammar. 2) KWLH technique to

help the students become good reader, active thinkers during reading to solving the problem in the text. The previous findings are very different with this study. Because based on her observation, the writer in this study found the purposes of each classroom technique used by the teacher at SMP Negeri 22 Surakarta such as 1) Reading aloud is to improve pronunciation of the students and to practice fluency in reading of the students. 2) Translating Sentence is to help the students to know the meaning of sentence. 3) Silent Reading is to help the students more concentrate to comprehend the text easily. 4) Question and answer are to make the students more active in the class and to know how the students' comprehension of the text.

The finding is relevant with the theory because according to Wallace (1996: 54-56) these are two techniques for teaching reading comprehension, namely: (1) Silent Reading is particularly important in society that calls for making one's way through much reading material. In silent depend to a great extent on the development of good set of physical habits. Eye focus, effective eye-hand coordination smooth left-to right eye movements are basic perceptual and motor skills not must be well developed. Make sure the material they are reading is not too difficult for them, because these habits are sometimes the result of frustration with too hard reading material. (2) Reading aloud is students to listen with their book closed as he/she read the selection aloud. Go through it a second time with book open and the student following the reading aloud focusing on how they pronounce the word, teacher and learner might profit from sharing knowledge of particular topics and discussing of particular genres in the actual course of reading. The writer concluded that the finding is agreed with Wallace's theory.

3.3 Teachers' Roles

There are some teachers' roles in teaching-learning process at SMP Negeri 22 Surakarta are teacher as planner, manager, controller, facilitator, motivator, and explainer.

The previous findings are not present about teacher's role in teaching-learning process especially in teaching reading. While, in this study the writer presents some teacher's roles in teaching of reading such as teacher as planner, teacher as manager, teacher as controller, teacher as facilitator, teacher as motivator, and teacher as explainer.

Richard and Lokhart (1994: 105) stated that teacher may select such roles for themselves as: Planner, Manager, Inquiry Controller, Group Organizer, Facilitator, Motivator, and Empowered. From the statement above, the teacher has many roles in the classroom during teaching learning process. Based on the observation, the writer found that teacher has own roles in each classroom technique. There are some teacher's roles that she found in her observation. (1) Teacher as Planner, (2) Teacher as Manager, (3) Teacher as Controller, (4) Teacher as Facilitator, (4) Teacher as Motivator, and (5) Teacher as Explainer. The researcher concludes that the teacher's role in teaching reading at SMP Negeri 22 Surakarta in line with Richard and Lokhart's theory.

3.4 Students' Roles

There are several students' roles in teaching-learning process at SMP Negeri 22 Surakarta they are: (1) Student as subject learning, (2) Student as object learning, (3) The learner is monitor and evaluator of his or her own progress, the learners learn from the teacher, from the other students and other teaching sources, (4) The learner is tutor of others learners, (5) The learner is a member of a group and learn by interacting with others.

The previous findings are not display about student's role in teaching-learning process. But, the writer in this study presents the student's role of teaching reading, they are: (1) Student as subject learning, (2) Student as object learning, (3) The learner is monitor and evaluator of his or her own progress, the learners learn from the teacher, from the other students and other teaching sources, (4) The learner is tutor of others learners, (5) The learner is a member of a group and learn by interacting with others.

According to Richard and Rogers (1985: 22) there are five aspects of students' roles, there are: (1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, (2) The learner is monitor and evaluator of his or her own progress, (3) The learner is a member of a group and learns by interacting with others, (4) The learner is a tutor of others learners, (5) The learners learn from the teacher, from the other students and other teaching sources. The researcher concludes that the students' roles at SMP Negeri 22 Surakarta are relevant with Richard and Rogers's theory.

3.5 Instructional Material

The teachers at SMP Negeri 22 Surakarta used printed and unprinted materials. The teacher used book for their students especially for eight grades. The book is "English in Focus" Kurikulum KTSP written by Wardiman, Masduki B. Jahur, and M. Sukiman. It is same with the book which used by the teacher for their students in eighth grade. The book is "English in Focus" for grade IX Kurikulum KTSP which also written by Wardiman, Masduki B. Jahur, and M. Sukiman. The teacher also uses others sources from internet as additionally material. Another source from the internet are called non-printed source.

In previous finding by Ahsan (2015) the instructional material used is printed material there is "When English Rings a Bell." In Ibrahima (2013) the instructional material used by the English teacher is English book and another source from internet. While in this study, the writer found that the instructional material used by the English teacher at SMP Negeri 22 Surakarta is "English in Focus" Kurikulum KTSP written by Wardiman, Masduki B. Janur, and M. Sukiman. And the teacher also uses the book "Effective English" written by Soegeng HS. But, sometime the teacher also use another sources from internet.

Richards (2001: 208) stated that there are several kinds of instructional design, may take the form such as: (a) Printed material such as book, workbooks, worksheet, (b)

Unprinted material such as cassette or audio material, videos, computer-based material, and (c) Material that comprises both print and non-print source as self-access material and material on the internet. The researcher concludes that the finding in line with the Richards' theory.

There are some roles of instructional material such as a source for presentation materials (spoken and written), a reference source for learners on grammar, vocabulary, pronunciation and so on, and a source of stimulation and ideas for classroom activities.

According to Cunningsworth (1995: 7) the role of instructional material in language teaching namely: (1) A source for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus (where they are reflected) learning objectives that have already been determined, (6) A support for less experienced teachers who have to gain in confidence. The findings of the research are relevant with the theory.

From the explanation above, the researcher concludes that the materials are used by the English teachers at SMP Negeri 22 Surakarta in line with Richard's and Cunningsworth's theory.

Table 1

The Relation between Classroom Techniques, The Purposes of Each Technique, Teacher's Role, Student's Role, and Instructional Material

No	Classroom Techniques	Purposes of Each Technique	Teachers' Role	Students' Role	Instructional Material

1.	Reading Aloud	a.To improve pronunciation of the students.	-Teacher as planner -Teacher as Manager -Teacher as Facilitator -Teacher as Controller	-Student as Subject Learning. -Student as Object Learning. -The learner is monitor and evaluator of his or her own progress. -The learners learn from the other teaching sources.	-Slide Power Point -Textbook
2.	Translating Sentence	To help the students to know the meaning of sentence.	-Teacher as Manager -Teacher as Facilitator -Teacher as Motivator -Teacher as Controller	-Student as Subject Learning. -The learner is monitor and evaluator of his or her own progress. -The learners learn from the other teaching sources.	-Slide Power Point -Textbook
3.	Silent Reading	To help the students more concentrate to comprehend the	-Teacher as Manager -Teacher as Facilitator	-Student as Subject Learning. -Student as Object Learning.	-Textbook

		text easily.	-Teacher as Motivator -Teacher as Controller	-The learner is monitor and evaluator of his or her own progress. -The learners learn from the other teaching sources.	
4.	Question and Answer	a.To make the students more active in the class. b.To know how the students' comprehension of the text.	-Teacher as Planner -Teacher as Manager -Teacher as Facilitator -Teacher as Controller -Teacher as Explainer	-Student as Subject Learning. -The learner is monitor and evaluator of his or her own progress. -The learner is tutor of others learners. -The learner is a member of a group and learns by interacting with others.	-Textbook -Slide Power Pont

4. CONCLUSION

The researcher concludes that all English teachers at SMP Negeri 22 Surakarta used some classroom techniques in order to develop students' English reading skills. Some classroom techniques can make the students more interested when teaching-learning process especially in teaching reading. So, the student will be more active and

will not be bored to follow the lesson. Based on the results, actually, the classroom techniques used by the teacher in seventh until ninth grade have important roles in teaching-learning process especially in teaching reading to develop the students' skills.

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